

**Arabic Language Online Learning System**

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**UNIVERSITI UTARA MALAYSIA  
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# **Arabic Language Online Learning System**

**A thesis submitted to the Faculty of Information Technology in partial**

**fulfillment of the requirement for the degree**

**Master of Science (Information Technology)**

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**By**

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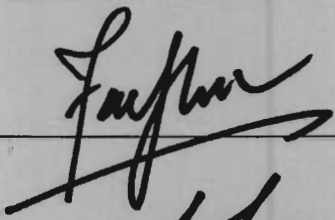
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## **ABSTRACT**

In recent times, there has been a strong push for higher education institutions to offer more online courses to cater for students who otherwise would be denied university education. While this may benefit the many distance education students, the take-up rate of totally online education by current on-campus students remains uncertain. At the same time, many lecturers have started to design and develop online teaching material for their courses; many do so without the support of their employer which is the university that they work in. The purpose of this study is two-fold. Firstly, to gain an insight into how UUM's (Universiti Utara Malaysia) students perceive online Arabic learning and to examine their readiness and willingness to make the shift from conventional classroom learning to online learning with no face-to-face contact. Secondly, to develop an online learning system for teaching Arabic language so that teaching can be made more effective and at the same time enjoyable. Students can learn Arabic language via the online system anytime, anywhere and at anyplace.

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# CHAPTER ONE

## INTRODUCTION

### 1.0 Background

Today more and more instructors around the world are seeking to enhance their language instruction through internet, technology communication (ICT). Many of the instructors have integrated a variety of technologies, such as websites and virtual environments in their teachings [1]. One example is a system Cyber Tutor that allows students to annotate sentences while providing instant feedback and help facilities [2]. The tutorial consists of grammar concepts and accurate sentence structure, and cover topics such as employment, food, health, school, and transportation [3]. [4] Stated that the use of technology in language instruction has been found to have varying effects on students' attitudes towards foreign/second language instruction.

Past researches have proven that traditional approaches to language teaching are not well suited to the development of the high levels of functional proficiency required if a language is to be a useful means of communication. By contrast, immersion programs, in which a foreign language is used to teach regular subject matter such as mathematics, science or history have proven to be very successful, most students have achieved unprecedented high levels of foreign language proficiency in the subjects [5] [6]; [7]. On the other hand, while immersion students outperform languages of students taught by other approaches, in terms of grammatical accuracy and sociolinguistic appropriacy (appropriate levels of politeness, formality etc.), falls

The contents of  
the thesis is for  
internal user  
only

- A learning subsystem prototype can be finalized, by a motivated and a fairly skilled developer, within a period of few weeks.
- Possibility of identifying errors in the initial phases of the development process and thus minimizing the adjusting effort, cost and time.
- Learners' satisfaction can be ensured due to the continuous cooperation between the system's and rapidly achieved results. This assumes continuous contacts with users motivated for cooperation.

For future work, the researcher aims to investigate and possibly implement support for XML. This will facilitate knowledge acquisition into multiple forms for easy presentation and knowledge exchange in anticipation of linking the system with an Arabic Management University with wider hub.



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